The course listings and academic programs described in this Calendar represent Senate- and Faculty-approved requirements and elections for completion of degree requirements. Circumstances beyond the control of the University, such as severe budget shortfalls, may result in modifications to the number and range of course and program choices available to students as compared with those listed herein or in other University publications. The University reserves the right to limit access to courses or programs, and at its discretion, to withdraw particular programs, options, or courses altogether. In such circumstances the University undertakes to the best of its ability to enable students registered in affected programs to complete their degree requirements.

The Senate and The Board of Trustees of Queen’s University reserve the right to make changes in curricula, programs and regulations described in this Calendar, in either its printed or electronic forms, at any time without prior notice.

About the cover
With the confidence born of more than a century and a half of partnership in the political and social life of Canada, Queen’s University is moving forward, true to values and traditions that made it great, keen to play an equally vital and creative role in the new world of the 2000s. Great Hall (front cover) was built to honour George Mcnaught Grant, the first Principal to lead the University through a century’s turn — from the 19th to the 20th. Here, at the rise of the 21st century, Queen’s is preparing leaders for humanity’s world. Key to that world will be such new developments as Queen’s new Engineering and Science Library and the $32.5 million Biosciences Complex (back cover), both of which were officially opened in late 1997. Bringing on echo of the past is the interior exhibit space of the high-tech Biosciences Complex to the City of Kingston’s Town Crier (enews from opening ceremony, back cover).

Source: Front cover: Bob Weinagel
Back cover: Bernard Clark
Source: Queen’s Graphic Design Unit

Faculty of Education
Calendar 1998-99

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Message from the Dean

The design of the B.Ed./Dip.Ed. program at Queen's reflects our view that education is not synonymous with schooling. Let me ask you a question: Think, for a moment, about something you do, well, something you would call a passion or a hobby. something you might prefer to be doing right now. Did you learn about that thing at school, or did you identify a passion that was in some way linked to the arts, sports, or the natural world? Most people identify something they learned out of school. How can we make school learning relate better to out of school learning, to the learning that is important to people throughout their lives?

That is why this is a Faculty of Education, not a Faculty of Schooling in Ontario. As teachers and researchers, we concern ourselves not only with school and school curricula, but with the other aspects of learning in the society which we help define. This is one of the reasons I dislike the term "teacher training." Teacher training implies that you are here to learn standard procedures, keeping through hoops without critical analysis or reflection. But teacher education, which takes place at a Faculty of Education, implies that you are professionals, professionals who take charge of their own learning. Schools and our professional identities are socially constructed, you are the builders in that process. And such building takes courage, time, reflection, dedication, and love. Teaching is a moral and a political act. It takes courage to be a teacher.

You have chosen to enter what is surely the most important profession of the next millennium. Teaching has always been important, but never has it been more so than during these times of unprecedented and frightening economic upheaval, political strife, and staggering environmental changes that threaten the existence of our planet. I have done many things in my life - played on concert stages, conducted legal research for consumer and corporate affairs, worked in investing. I sold fenders in Alberta, built a timberframe cabin, designed computer games for math - but nothing has been as difficult nor as satisfying as teaching. Your work as an educator and as a learner will be rewarding, difficult, frustrating, joyous, confusing, and... perhaps... even liberating.

Rena Liptis
Dean, Faculty of Education

### Sessional Dates 1998-1999

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In 1961, by Act of Parliament, the positions of Vice-Chancellor and Principal were separated and Dr. Mackintosh became Vice-Chancellor. He was succeeded as Principal by Vice-Principal J.A. Curry, who since 1934 had been the Harry Professor of Political Science and since 1951, the Vice-Principal of the University. In 1965 on the retirement of Dr. Mackintosh, Principal Curry was named Vice-Chancellor and Principal. Principal Curry was succeeded in September 1966 by Dr. J.J. Druitt, who had a distinguished career in economic research, in government service, in university teaching at both Queen’s and the University of British Columbia, as Vice-Principal of Queen’s from September 1959 to September 1965, and as Chairman of the Economic Council of Canada from October 1963 to September 1967. On his retirement in 1974, Dr. Druitt was succeeded by Dr. Ronald Lamm, political scientist well known for his work in the area of federalism. He served as Dean of the Faculty of Arts and Science from 1969 to 1974. In 1974, Dr. Watts was succeeded by Dr. David Chudworth Smith, a renowned scholar, teacher and government advisor on public policy. Dr. Watts joined the Department of Economics at Queen’s in 1960 and served as its Head from 1960 to 1981. He completed two five-year terms as Principal in August 1994 and was succeeded by Dr. William C. Langlois, who was named Dean of the Faculty of Arts and Science in 1994 after serving as Dean of Science and then Vice-Principal (Academic) at McGill University.

Graduate work at Queen’s University was established formally in 1899 with the adoption of regulations for the PhD and DSc degrees. At that time the degree of M.A. was not a graduate degree, but was given in accordance with the old Scottish pattern on the completion of Honours work in certain subjects provided the candidate had first class standing. With the introduction of a new system of undergraduate studies in 1919, however, a Master’s program was set up requiring a year of work beyond the B.A. and comprising advanced lecture courses and a thesis or other piece of independent work. In 1941, the Faculty of Arts organized a formal Committee on Graduate Studies and in 1943 the Senate set up a University Board of Graduate Studies. In 1963 the School of Graduate Studies was established. In 1969, the School of Graduate Studies initiated a program leading to the Master of Laws Degree; in 1970, programs leading to a Master’s Degree in Political Administration and in Urban and Regional Planning, in 1971, a program leading to a Master’s Degree in Education and, in 1974, a program leading to a Master’s Degree in Art Conservation was implemented.

In 1967, the Ontario government established at Queen’s a Faculty of Education for the purpose of providing professional training for teachers in the secondary schools of the Province. In 1920 the work of the Faculty was discontinued because of the decision of the Government to extend the scope of the normal schools and to create in Toronto, the Ontario College for Students. The origins of the present Faculty of Education date from an agreement in 1960 between the University and the Province, establishing a professional school known as McMaster College of Education. The first
The Faculty of Education

Duncan McArthur Hall

The Faculty of Education is housed in an impressive educational complex known as Duncan McArthur Hall. This modern, well-equipped building provides the academic teaching facilities, the supporting services, and the administrative offices under one roof. The well-appointed library has been designed as an educational resource center with facilities for the use of non-book materials as well as an up-to-date educational library of books and periodicals. Associated with the library is an excellent media resource and service area together with a well-equipped microcomputer lab with full Internet access and a classroom where students may learn to use and to make supporting media materials. An anteroom with a large-screen video projector provides a setting for large group lectures, concerts, and dramatic productions. The complex includes its own gymnasium for teaching as well as for recreation, for both day and resident students. Modern labs, an arts playground, drama studios, technical shops, and special workrooms for most subjects round out the teaching facilities.

Adjoining and physically connected to Duncan McArthur Hall is Jean Royce Hall, a co-educational residence for 750 students. Single rooms are arranged in groups of twelve, each group having its own lounge and kitchen for light food preparation. Jean Royce Hall has twelve ‘houses’ each named after Queen’s men and women whose distinguished careers have thus left their stamp on the lives of young Queen’s people.

Seven of the ‘houses’ nestle around a social centre which includes coffee shops, a dining room, recreation rooms, lounges, book shop, facilities for television viewing, and a music room. This has become the social heart of the west campus where students and staff meet informally, for the social interaction which is central to the character of the facilities.

Just north of Duncan McArthur Hall is John Outerbridge, a 14-storey high-rise containing 124 one-bedroom apartments. Most of the apartments overlook Lake Ontario, the old village of Portmanteau, and the harbour site of the 1976 sailing Olympics. Students are able through the integrated building complex to become part of a very close-knit faculty where all the resources are at hand for effective teaching and learning.

Duncan McArthur Hall has become a little campus in itself, a very human place which combines living and learning.
Program Options Leading to Bachelor of Education Degree or the Diploma in Education

The Faculty of Education offers a one-year post-degree consecutive program leading to the Bachelor of Education degree or the Diploma in Education. The program also leads to recommendation to the Ontario College of Teachers for the awarding of the Certificate of Qualification as a teacher which qualifies the holder to teach in the publicly supported schools of Ontario. Additionally, concurrent teacher education programs are offered at Queen's and in co-operation with Trent University and the University of Waterloo, whereby candidates may take Education courses concurrently with Arts and Science courses.

Primary-Junior
This program option is designed for candidates who intend to begin their teaching careers in elementary schools. Candidates are prepared to teach all subjects in the Primary Division (Junior Kindergarten to Grade 3) and the Junior Division (Grade 4 to Grade 6).

Intermediate-Senior
This program option prepares candidates to teach in the Intermediate Division (Grade 7 to Grade 10) and the Senior Division (Grade 11 to Grade 12). In this program candidates select two teaching subjects for the study and development of teaching methods in these divisions.

Technological Education
The Technological Education program option prepares candidates to be technology educators in the Intermediate and Senior divisions (Grades 9 to 10) and the Senior Division (Grade 11 to Grade 12). There is a demand for competent technological education teachers in public and private secondary schools, businesses and industry, adult and continuing education, and correctional services.

The Technological Education option is designed to provide emphasis on broad-based technologies, rather than specific skilled technological Qualifications. Qualification is normally granted in one broad-based technology at both the basic and advanced level. Upon completion of the program, candidates who hold a university degree will receive a Bachelor of Education degree and the Certificate of Qualification. Candidates who hold an Ontario Secondary School Diploma (OSSD) or a College of Applied Arts and Technology (CAAT) diploma or equivalent will receive a Diploma in Education, as well as the Certificate of Qualification.

The Technological Education option is offered through two routes, each route aimed at a designated audience, and is the full-time Fall Winter program. The other route is the Summer Internship. The Internship route is designed for teachers who are employed by Boards of Education.

and are teaching on a Letter of Permission, but are not qualified teachers. The Internship is offered over two full semesters and candidates teach in schools during the intervening year.

Queen’s University is the only Ontario university with a technology lab and a technology computer lab.

Admission
Application for the full-time Fall Winter program is made through the Ontario Universities’ Application Centre. Application forms are available at any Ontario university in early October. Applications for the Internship program are available from the Technological Education Office, Faculty of Education, Queen’s University in mid-January.

The following admission requirements are generic to both Technological Education routes and are based on the Teacher’s Qualifications Regulation under the Ontario College of Teachers Act, Regulation 186/74:

1. a holding of an Ontario Secondary School Diploma or the successful completion of courses that are considered by the College to be the equivalent of such a diploma;
2. proof of competence in the area or areas of technological studies selected as options in the program of professional education;
3. one of the following:
   a) five years of wage-earning business or industrial experience in the area or areas of technological studies selected as options in the program of professional education;
   b) a combination of education related to the area or areas of technological studies selected as options in the program of professional education beyond that referred to in clause (a), and business or industrial experience in the area or areas of technological studies selected as options in the program of professional education that totals five years, including at least two years of wage-earning experience, no less than six months of which is continuous employment;
   c) at least 240 hours of wage-earning experience and successful completion of a post-secondary education program acceptable to the College that includes at least twenty-four months of academic studies, if the wage-earning experience and the educational program are related to the areas or areas of technological studies selected as options in the program of professional education.

The areas of technological studies available at Queen’s are Communications Technology, Construction Technology, Hospitality Services Technology, Manufacturing Technology, Personal Services Technology, Technological Design, and Transportation Technology.

The internship route has several additional entrance requirements as follows:

1. a copy of the candidate’s Letter of Permission (a Ministry of Education and Training document);
2. a letter from the school of employment confirming the candidate’s teaching experience;
3. a completed Principal’s Evaluation Form (a Queen’s University document);
4. a letter from the school of employment providing proof of a teaching position for the internship during the intervening year.

Both Technological Education routes follow the same admission procedures. First, applicants complete the appropriate application form and submit all required documents by the due dates. Following receipt of all documents, Queen’s University faculty and staff will review all applications. A selected number of applicants may be invited to an interview.

Entrance to the Technological Education program can include all components as required. A mandatory Program Focus course, FCT 213, Broad-Based Technological Education, is taken. The program of courses and required by the Ontario College of Teachers is completed as part of this course.

In the fall term, candidates are introduced to the field of Technological Education, as well as beginning Curriculum and other courses in the periods of attendance at the Faculty of Education. In the winter term, candidates continue with courses in the field of Technological Education and complete their technology skills profiles in FCT 213 in order to demonstrate technological competence and acquire further technological skills. There is a 2-week practicum in an alternate setting and a 4-week school practicum in May.

Program Tracks
The following program tracks are available in the Faculty of Education leading to the Bachelor of Education degree or the Diploma in Education.

Aboriginal Teacher Education
This option program track provides an opportunity for candidates to specialize in Aboriginal education, and is particularly suited to Aboriginal candidates.

Program Requirements
Upon completion, candidates holding a previous university degree receive the Bachelor of Education degree and the Certificate of Qualification as a teacher, allowing them to teach in the Primary and Junior or Intermediate and Senior divisions, depending upon their program option. Candidates of Aboriginal ancestry who hold an Ontario Secondary School Diploma (OSSD) or equivalent will be eligible to receive the Diploma in Education and the Certificate of Qualification, allowing them to teach in the Primary and Junior divisions.

The Aboriginal Teacher Education (ATE) program track is constituted as both community-based part-time and campus-based full-time. Community-based courses are adapted to local community needs and include Aboriginal perspectives, balancing Aboriginal-specific and student-centered learning with knowledge of the teaching/learning process and research in Aboriginal education. Campus and community-based components include a course specific to Aboriginal education (FCT 213) and practicum placements in First Nations schools.

Admission
Application for full-time campus-based study in Aboriginal Teacher Education is made through the Ontario Universities’ Application Centre. Application for part-time, community-based study is made through the Aboriginal Teacher Education Office, Faculty of Education, Queen’s University.

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   c) at least 240 hours of wage-earning experience and successful completion of a post-secondary education program acceptable to the College that includes at least twenty-four months of academic studies, if the wage-earning experience and the educational program are related to the areas or areas of technological studies selected as options in the program of professional education.

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In the fall term, candidates are introduced to the field of Technological Education, as well as beginning Curriculum and other courses in the periods of attendance at the Faculty of Education. In the winter term, candidates continue with courses in the field of Technological Education and complete their technology skills profiles in FCT 213 in order to demonstrate technological competence and acquire further technological skills. There is a 2-week practicum in an alternate setting and a 4-week school practicum in May.

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Admission
Application for full-time campus-based study in Aboriginal Teacher Education is made through the Ontario Universities’ Application Centre. Application for part-time, community-based study is made through the Aboriginal Teacher Education Office, Faculty of Education, Queen’s University.
AET has an admission policy which incorporates the following special features: a. candidates may complete some prerequisites to admission as exit requirements rather than entrance requirements. b. applicants of Aboriginal ancestry who have completed the Ontario Secondary School Diploma or equivalent are eligible for admission to the Primary-Junior or Intermediate-Senior option. c. ATE candidates may be granted prerequisite equivalencies for skills such as literacy or numeracy in an Aboriginal Language. d. affirmative action is employed in the provision of candidates for the Dip.Ed. must be of Aboriginal ancestry, and candidates for the B.Ed. will voluntarily be of Aboriginal ancestry. e. Aboriginal community representatives are participants in the application and review procedures. In sending candidates to the program through letters of community support.

**Format**

Candidates in ATE complete all components of their selected program option, Primary-Junior or Intermediate-Senior: they take GLO 210, Aboriginal Teacher Education, and are placed in a dedicated section of PRO 101. Credit courses and Policies C are adapted for Community-based courses are adopted to include Aboriginal content. Both community and campus-based candidates work with the same instructors, and Aboriginal students for a portion of the teaching practicum. Candidates in the community-based program will normally be expected to complete the program within two years; candidates in the campus-based program will complete the program in one year.

**Arts in Community Education**

The arts in Community Education track is intended to integrate a conventional teacher education program with preparation for employment as an arts educator within the traditional school environment or within the broader context of community arts education. Arts centers, artists' networks, and student-writers-in-residence, and community-based theater companies are only a few of the opportunities for full or part-time employment of the artists in this broad range. There is a demand for competent arts educators in both public and private schools, as well as in community settings. Arts in Community Education is designed to provide the needed exposure to professional arts education environment to prepare the artist to work within the community. It is intended for teacher education candidates who are interested in the arts and work within the broader context of community arts education that could be used to assist or create part-time commitments to the community.

**Admission**

Applicants for Arts in Community Education apply through the Arts in Community Education Application Centre. The requirements for admission are the same as those for the Primary-Junior and Intermediate-Senior options. For Intermediate-Senior, the first of the two teaching subjects selected must be Dramatic Arts, Music or Visual Arts.

**English Language Requirement**

Candidates must be able to communicate effectively in both oral and written English. Applicants are required to provide evidence of competence in oral and written English to satisfy the Admissions Committee that their knowledge is adequate to carry out their professional studies successfully. Normal examinations and assignments must be submitted in English, except where the Faculty has approved an alternative practice.

**Admission Requirements - Consecutive Program**

To be eligible for admission to the Bachelor of Education program, applicants must have completed the requirements for an acceptable bachelor's degree by the middle of May preceding the proposed entry year in the B.Ed. program. Candidates offering a three-year degree must have an average of 65 percent in all post-graduate courses (the average is calculated as the applicant's admission grade point average). Preference will be given to those candidates who have completed the requirements for an honours degree or twenty-four full-year university credits by mid-May. Further preference will be given to candidates who have completed the requirements for a graduate degree or community college diploma by mid-May.

**Specific Requirements**

- The onus is on applicants to ensure that they fulfill all prerequisite recommended courses and subject requirements for the middle of May prior to proposed admission in the Education program.
- Primary-Junior candidates must have at least one full year or semester-length university course in psychology, sociology or anthropology.
- Preference will be given to students who have an Ontario Academic Grade 12 English or equivalent, or a grade in each of the following areas: 1) language or linguistics, 2) mathematics, 3) physical or natural sciences, 4) visual or performing arts.
Intermediate-Senior Candidates must have at least one full-year or semes-
ter-length university course in psychology, sociology or anthropology.
Two teaching subjects must be selected from Biology, Chemistry, Com-
puter Science, Drama/Arts, English, French, Geography, History, Mathe-
matics, Music/Vocal or Instrumental, Native Studies, Physical and Health
Education, Physics or Visual Arts. Five full-year or equivalent courses are
required for the selection of French, Music, or Physical and Health Educa-
tion. For other subjects, at least five full-year courses are required for the
selection of one teaching subject and at least four full-year courses are
required for the selection of the other.

NOTES:
1. A full-year course in Canadian history is needed for the selection of
   History as a teaching subject.
2. Applicants may not select both Music-Instrumental and Music-Vocal as
teaching subjects.
3. Applicants for Biology must offer at their preparation at least one full-
   year course with a major laboratory component from a university biology
   department. Other courses, though not necessarily designated Biology,
   should include topics in both plant and animal (invertebrate and verte-
   brate) biology. No more than one course in human biology or biochem-
   istry will be counted.
4. Applicants selecting Chemistry as a teaching subject should offer a full-
   year course in introduction to chemistry and at least one course which
   include organic, analytical and physical chemistry. One full-course equiv-
   alent in biochemistry is acceptable.
5. Applicants selecting Visual Arts as a teaching subject must include in
   their preparation one full-year or equivalent university course in compre-
   hensive studio practice (including drawing, painting, printmaking and/or
   three-dimensional design and one full-year or equivalent survey course
   in art history.
6. Candidates for French as a teaching subject should note that they will
   be required to pass a test of oral and written French in order to be consid-
   ered for admission.

Technological Education
Admission to Technological Education requires the candidate to have com-
pleted at least the requirements for the Ontario Secondary School Diploma,
or equivalent, by the middle of May prior to the commencement of the pro-
gram. In addition to meeting the academic requirements for admission to
Technological Education, applicants must present evidence of five years
related work experience or a combination of work experience and post-
secondary education totaling five years. An interview may be required for
Technological Education applicants.

Arts in Community Education
In addition to meeting the academic requirements for admission to the Pri-
mary-Junior or Intermediate-Senior option, applicants for admission to
Arts in Community Education program may be invited for an interview.

### Primary-Junior Components

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBUR300 (0.5)</td>
<td>Language</td>
<td>1.0</td>
</tr>
<tr>
<td>CBUR356 (0.5)</td>
<td>Mathematics, Science and Technology</td>
<td>1.0</td>
</tr>
<tr>
<td>CBUR377 (0.5)</td>
<td>Personal and Social Studies</td>
<td>1.0</td>
</tr>
<tr>
<td>CBUR388 (0.5)</td>
<td>The Arts</td>
<td>1.0</td>
</tr>
<tr>
<td>Educational Studies</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Program Focus</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Professional Studies</td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td>PROF100 (0.5)</td>
<td>Critical Issues and Policies</td>
<td>1.0</td>
</tr>
<tr>
<td>PROF150 (0.5)</td>
<td>Professional Practice</td>
<td>1.0</td>
</tr>
<tr>
<td>Practical</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>PRAC190</td>
<td>Final Year Concurrent and Consecutive Practice</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**TOTAL REQUIREMENT FOR PRIMARY-JUNIOR**

2.0 credits

### Intermediate-Senior Components

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Two teaching subjects selected from odd numbered courses from CURR 300 to 399</td>
<td>2.0</td>
</tr>
<tr>
<td>Educational Studies</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Program Focus</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Professional Studies</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>PROF100 (0.5)</td>
<td>Critical Issues and Policies</td>
<td>1.0</td>
</tr>
<tr>
<td>PROF150 (0.5)</td>
<td>Professional Practice</td>
<td>1.0</td>
</tr>
<tr>
<td>Practical</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>PRAC190</td>
<td>Final Year Concurrent and Consecutive Practice</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**TOTAL REQUIREMENT FOR INTERMEDIATE-SENIOR**

5.0 credits

### Technological Education Components

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>CBUR307 (1.0) Teaching Technical Education</td>
<td>2.0</td>
</tr>
<tr>
<td>CBUR369 (1.0)</td>
<td>Curriculum Development in Technical Education</td>
<td>2.0</td>
</tr>
<tr>
<td>Educational Studies</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Program Focus</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Professional Studies</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
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<td>Critical Issues and Policies</td>
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<td>Practical</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>PRAC190</td>
<td>Final Year Concurrent and Consecutive Practice</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**TOTAL REQUIREMENT FOR TECHNOLOGICAL EDUCATION**

5.0 credits

**Note:** Program components are subject to change without notice.

### Concurrent Teacher Education

In cooperation with the Faculties of Arts and Science at Queen’s Universi-
y and at Trent University in Peterborough, a concurrent teacher educa-
tion programs offer students candidates complete Education courses
concurrently with their Arts and Science courses. Concurrent degrees are
awarded under the Arts & Science Honours, Arts, Education, BEd, and B.Sc.
Honours/Ed.

The strong field-oriented orientation of the Education components;
the concurrent program has the advantages of clarifying vocational inter-
ests, sharpening awareness of issues inherent in teaching and learning,
and achieving better integration of academic and professional studies.
From the start, the candidate will be provided with in-school experiences
which complement the theoretical studies. The Education portion of the pro-
gram is developmental in nature, culminating in twenty-one weeks of teaching
practicum in the final year.

**Admission:**
Candidates in the final secondary school year or equivalent, apply through
the Ontario Universities’ Application Centre for Queen’s University or for
Trent University. Application to the Concurrent Education program is
made at the same time as application to Arts and Science. Admission is
based on the equal consideration of academic and teaching-related back-
ground of all candidates.

**Program Components and Format:**
The Concurrent B.Ed. degree requires the successful completion of 7.0
credits in Education: 2.0 credits in Curriculum, 1.0 credit in Educational
Studies, 0.5 credit in Program Focus, 1.0 credit in Professional Studies,
and 2.5 credits in Practicum. The practicum includes at least seven weeks of

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**Early Primary Education**
In addition to meeting the academic requirements for admission to the Pri-
mary-Junior option, completion of a questionnaire and written statement is
required, and candidates may be invited for an interview.

**Outdoor and Experiential Education**
In addition to meeting the academic requirements for admission to the
optional divisional program option, eligible applicants for Outdoor and
Experiential Education may be invited for an interview.

### Consecutive Program Components

To qualify for a Bachelor of Education or Diploma in Education candidates
must complete a program having the equivalent of five credits made up of
courses in Curriculum, Educational Studies, Program Focus, Professional
Studies, and Practicum.

**Curriculum**
Candidates must complete the equivalent of two credits in Curriculum. The
courses are numbered between CBUR 203 and 257.

**Educational Studies**
Candidates must complete at least one half credit from the Educational
Studies area.

**Professional Studies**
Candidates must complete one credit in Professional Studies, comprised of
two required half credit courses, PROF 100, Critical Issues and Policies, and
PROF 150, Theory and Professional Practice.

**Practicum**
All candidates take PRAC 190, which consists of an 14-week school place-
ment in the fall term, a 3-week alternate placement in the winter term,
and a 4-week school placement in May.

**Note:** Program components are subject to change without notice.
school placement in the first three years, and twenty-one weeks of school-based and alternative practices in the final year. In Year 3, candidates normally enrol in five courses in Arts and Science and in the Education course EDET 446, Introduction to Schools and Teaching, and PRAC 166, Practicum.

In Year 2, candidates normally enrol in five courses in Arts and Science and in the Education course PRAC 166, Practicum / Program Focus, which includes a large amount of practical teaching and an introduction to the program focus component of the program.

In Year 3, candidates normally enrol in five courses in Arts and Science and in the Education course PRAC 166, Practicum / Program Focus, which includes a large amount of practical teaching and an introduction to the program focus component of the program.

An honours degree in Arts and Science will normally devote the entire fourth year to the completion of that degree.

In the final year, candidates complete the requirements for the B.Ed. degree in the Faculty of Education. In the last week in August, candidates enrol and take intensive sessions in Curriculum (2.0 credits), Program Focus (1.0 credits), and Professional Studies (0.5 credits). In addition, candidates register in the final year in Practicum (1.0 credits), and an Educational Studies course (0.5 credit) which will take place in the Winter term. The full-time term is spent in practicum teaching in a school, except for those candidates during October or November who may not be allowed to complete teaching in the Faculty of Education.

Continuation in the Concurrent Program

Academic programs will be reviewed at the conclusion of each year in Arts and Science. Candidates who have not made academic progress as defined by the Committee on Academic Progress of the Faculty of Arts and Science will be required to concentrate on their efforts in their Arts and Science program and to complete their work in Education until reenrollment. Continuation in the final year in the Bachelor of Education program requires an overall average of 65% in all subject areas. Candidates who have completed a three-year degree in Arts and Science will not be required to complete an honours degree in Arts and Science in the Concurrent Program.

Program Requirements

All candidates are required to include one of the following philosophy courses as a component of their undergraduate program: PHIL 154, PHIL 201, PHIL 258, or PHIL 264 (only for those with Mathematics as a teaching subject), PHIL 301 (only for those with Biology as a subject), or PHIL 381 (highly recommended). The Honours Sociology or Applied Science degree program must also allow preparation in two teaching subjects taken from Biology, Mathematics, Science, Mathematics, or Physics, as well as at least one full course in psychology, anthropology, or sociology.

The requirements for the Honours Sociology and Applied Science degree are as follows:

- PHIL 154, PHIL 201, or PHIL 258
- PHIL 301, or PHIL 381
- One full course in psychology, anthropology, or sociology
- An overall average of 65% in all subject areas

The B.Ed. program must be completed within six weeks of the initial entry into the program in Arts and Science or Applied Science.

Waterloo Concurrent Program

Queen's University and the University of Waterloo have created a joint program that allows Queen's students to complete their undergraduate degree and the Education program in four years. The program combines Waterloo's Honours Co-op Mathematics and Science program with the Queen's Bachelor of Education program.

Waterloo students may obtain information about teaching option programs at their Waterloo faculty offices.

Academic Regulations

Student Names

Each student is committed to the integrity of his or her records, each student is required to provide either on application for admission or on personal data forms required for registration, his or her legal name. Any requests to change a name, by means of alteration, deletion, substitution, or addition must be accompanied by appropriate supporting documentation.

Student Responsibility

Students are responsible for ensuring that their course registration is accurate and complete. This responsibility includes the timely making available to the Registrar's Office any necessary documentation.

Change of Registration

Students wishing to make changes in course registration may do so up to two weeks prior to the beginning of the term. Students wishing to withdraw from courses prior to the start of the term should contact the Faculty Registrar's Office at the University of Waterloo.

Course Requirements

Instructors will provide students with a written description of course requirements and the means of evaluation at the beginning of each course. Candidates are required to complete the course as described in course outlines in order to be successful in their courses.

Students with Disabilities

Queen's University is committed to facilitating the integration of students with disabilities into the University community. While all students must satisfy the essential requirements for courses and programs, the accommodation, faculty, staff and students of the University are reasonably accommodating to students with disabilities. Reasonable accommodation may not require the modification of the University's academic program, but may include the provision of specialized instruction. The University encourages students with disabilities to seek advice from the appropriate University office, including the University's Disability Services Office, to determine the extent of their disability and to arrange for reasonable accommodation.

Religious Observance

A student choosing a religious observance may request that the University make accommodation for the observance. The University will make reasonable accommodation for the observance provided that the request is made in writing and that the University is able to make reasonable accommodation.

Student Debt

A student with a non-renewable debt with the University will not be permitted to register or to receive examination results, official transcripts, or marks reports until the outstanding account is settled in full or until an acceptable arrangement is made for the clearance of the debt. In the event of non-payment, the University may suspend a student's registration or request that the student be expelled from the University.
Academic Dishonesty

All forms of academic dishonesty are considered serious offenses within the University community and a student who commits such offense runs the risk of a range of sanctions including a failure in the course or a requirement to withdraw from the University. Academic dishonesty includes plagiarism as well as any deliberate attempt to gain unfair advantage academically from others. Deliberate practices include fabrication of data, cheating, or the uttering of false statements relating to academic work by a student. Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own.

Plagiarism should be distinguished from cooperation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and in this case, the results are considered as a group project. However, as long as it is clearly understood who's work is being presented, for example, by way of formal acknowledgement or by otherwise notifying the instructor, the following are some examples of academic dishonesty:

1. Submitting a written exam written and submitted in whole or in part by someone else as if it were one's own.

2. Doctors, Field Work, and Research Reports

Copying a laboratory or field report, or allowing someone else to copy one's report.

3. Essays and Assignments

Plagiarism should be distinguished from cooperation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and in this case, the results are considered as a group project. However, as long as it is clearly understood who's work is being presented, for example, by way of formal acknowledgement or by otherwise notifying the instructor, the following are some examples of academic dishonesty:

4. Official Documents

Altering transcripts or other official documents relating to student records.

5. Exams and Tests

Improperly using someone in the same exam or test.

6. Copying from another student, or making information available to another student.

7. Submitting a take-home examination written in whole or in part by someone else.

8. Failing to obey any exam regulations or instructions of a proctor.

9. Laboratory, Field Work, and Research Reports

Copying a laboratory or field report, or allowing someone else to copy one's report.

10. Using another student's data unless specifically allowed by the instructor and the author.

11. Allowing someone else to do the laboratory or field work.

12. Using direct quotations or paraphrased material without acknowledging.

13. Buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism.

14. Submitting the same piece of work in more than one course without the permission of the instructors.

15. Unauthorized removal from the library, or deliberate concealment of, library materials.

Grading System

1. At the beginning of each session, each Faculty member and each EEd. candidate will be supplied at registration with a list of all courses to be offered in that session.

2. At the beginning of each course, the instructor of that course will notify in writing the candidates taking it of the basis on which the final grade will be assigned, the term work expected, and the weight, if any, each assignment will contribute to the final grade. Students' progress in courses and practice will be monitored by the Procedures for Monitoring and Reporting on Faculty Candidate Progress.

3. The grade for each course or component of the EEd. program and the Dip. Ed. program are as follows:

   H – Honours
   PA – Pass
   F – Fail

except in those instances when an instructor elects not to use the Honours category in which case the students' transcripts will reflect that decision with the entry:

   IP – Instructors' Positive

There are no numerical equivalents.

3.2 The Honours grade is awarded solely on the basis of quality of work done, as determined by the instructor.

3.3 Additional academic record entries are:

   AC – Advanced Credit
   AU – Audited
   CR – Credit
   IN – Incomplete
   NM – Course Not Taken

3.4 When a course is made up of two or more components, candidates must pass all components in order to pass the course.

3.5 A student who has received a grade of Fail (F) in a course, and who wishes to re-attempt the failed course, or to undertake an alternative course in substitute for the course that has been failed, must apply in writing to the Associate Dean for permission to do so. The letter of appeal should cite any extenuating circumstances affecting the performance in the failed course (with supporting documentation, such as a medical certificate), and contain an expression of commitment to complete the course successfully if permission is granted. Permission is at the discretion of the Associate Dean after consultation with relevant members and, or, officers of the Faculty.

3.6 When a student has failed a course or a component of a course in the EEd. or Dip. Ed. program, or in Continuing Teacher Educations, and has been given permission to undertake an alternative course or component in substitution for the course or component that has been failed, the Faculty's administration shall not approve or make available any alternative course or component without prior consultation with the appropriate area or discipline group in the Faculty to determine the suitability of the proposed alternative required.

3.7 The grade of Fail (F) shall be recorded only for those courses or components which the Faculty Board has determined are not to be graded.

3.8 The Incomplete (I) is a temporary designation which is used when, in the judgment of the instructor, a candidate merits an extension of time for the completion of a course. At the end of the course the instructor will draft a statement indicating work to be completed and the due date within which the work is to be completed. The candidate then may request and be granted additional time to complete the work. The course will then be graded.

Code of Conduct

All students are required to adhere to the University's Code of Conduct. This includes but is not limited to the following:

1. Honesty in all academic pursuits.

2. Respect for intellectual property.

3. Fairness in all interactions.

4. Responsibility for one's actions.

5. Compliance with institutional policies.

In general, conduct that is determined to be outside of the Code of Conduct may result in disciplinary action.
the laws. Hence it must be emphasized that the University's system of non-
academic discipline should not be regarded as a substitute for the civil or
criminal law. But rather as a complementary system that may be derived
naturally from our existence as a clearly distinguishable community of
interests. The following conduct is unacceptable and constitutes an offense
within the University community:
- a violation of published rules and regulations of the University or
  any authorized rule-making body within the University;
- failure to comply with the directions of officials of the University acting
  within the scope of their authority;
- theft, vandalism, and willful or negligent damage to the property of
  Queen's or of a member of the University community, of the AAS, GIF, of
  any other University organizations
- assault of any nature;
- discrimination or harassment, based, among other grounds, on race,
  religion, gender, handicap, ethnicity, national origin or sexual orientation;
- all forms of academic dishonesty such as plagiarism, cheating, furnish-
  ing false information to the University faculty or misuse of University
documents;
- a violation of the rights of any member of the University community.

Note: Any reprimand or express or implied threat of reprimand for making
and pursuing a complaint under any procedure authorized by the University is
deemed to be an offence against the University Code of Conduct.

Essential Values
At Queen's, the following essential values will govern our actions:

- Intellectual Integrity: Rigorous standards of intellectual integrity must be
  upheld in all teaching, learning, and research activities.
- Freedom of Inquiry and Exchange of Ideas: The University commits itself to
  remain open to free enquiry and the free expression of ideas, both of which
  are basic to the University's central purpose. Any restrictions proposed on
  free expression must be openly stated and subjected to careful public
  scrutiny and evaluation.
- Equal Dignity of All Persons: Queen's recognizes the diversity of human expe-
  riences and backgrounds, and supports the freedom of individuals to study,
  teach, work and carry out research without fear of harassment, intimidat-
  ion or discrimination.

Courses

Course Weight and Numbering
Weights are assigned as full or half credits. The course weight follows the
name of the course. For example, CUR 321/0.5 is a full course (3.0), while
CUR 321/0.5 is a half course. The course number (e.g. 308 or 454) does not denote any particular year level.

Curriculum

Primary-Junior
NOTE: There is an overall $50 learning materials charge for Primary-Junior Curriculum courses.
CUR 355/0.5 Language (Primary-Junior)
Intended to foster understanding of the role of language in learning. This
articulates an awareness of language development and the impli-
cations of this understanding for curriculum planning. Candidates become
familiar with the Ministry of Education and Training guidelines as well as
acquiring an awareness of the procedures taking place in the language
arts. Teacher candidates are encouraged to develop a personal philosophy
of language arts education based on selected professional readings, course
work, and observation of children in schools.
CUR 356/0.5 Mathematics, Science and Technology (Primary-Junior)
Engage candidates in the mathematics, science and technology curric-
ulums and the corresponding Ministry of Education and Training poli-
cy. Case studies explore the various aspects of teaching science, learning, problem solving, use of hands-on activities, and both subject-spe-
cific and integrated learning experiences. Provides opportunity to develop
an understanding of the purpose and scope of curriculum and for elementary grades. Candidates are encour-
ged to develop a philosophy of education based on selected professional readings, course
work, and observation of children in schools.

Intermediate-Senior
CUR 303/0.5 Science, Biology (Intermediate-Senior)
Students who have completed an intermediate level of study as part of a
Science program at Queen's University are eligible to transfer credits.
CUR 303/0.5 Science (Intermediate-Senior)
Provides an introduction to the concepts, methods of analysis, and the
application of scientific knowledge to a variety of topics. Students are
expected to read critically, analyze data, and present their findings in
written reports.
CUR 303/0.5 Computer Science (Intermediate-Senior)
Designed for students who have completed the first year of a computer
science program at Queen's University.
CUR 311/0.5 English (Intermediate-Senior)
Designed for students who have completed the first year of an English
program at Queen's University.

Intermediate-Senior
CUR 310/0.5 Literature (Intermediate-Senior)
Students who have completed an intermediate level of study as part of a
literature program at Queen's University are eligible to transfer credits.
CUR 311/0.5 English (Intermediate-Senior)
Designed for students who have completed the first year of an English
program at Queen's University.

French Language (Intermediate-Senior)
Curriculum
CUR 322/0.5 French (Intermediate-Senior)
This course is designed for students who have completed an inter-
mEDIATE level of study as part of a French language program at Queen's University.
CUR 323/0.5 French (Intermediate-Senior)
This course is designed for students who have completed the first year of a
French language program at Queen's University.
FOCI 240/0.5 French Methodology at the Elementary Level (P)(F)
At the elementary level a variety of programs is offered along the language-learning continuum. French language teaching is examined in the light of social context, educational context, pupil's needs and teachers' expertise. Teaching immersion, bilingual, or core programs requires different approaches to tasks and to collaboration. These are the focus in a self-directed teaching process. Assessment is based on designing a series of evaluation tasks to show the understanding of tasks for language use, including the evaluation of instructions. Phrasing fluency in the French language.

FOCI 250/0.5 Integrating Technology, Science and Mathematics (P)(F)
An examination of how both elementary and secondary schools are linking technology, science and mathematics with exploration and development of activities that integrate these subjects while retaining the strengths of the individual disciplines. Practicum placements provide opportunities to put into practice ideas developed in the course.

FOCI 275/0.5 International and Development Education (P)(F)
This program focuses on the critical analysis of the complexity and proficiency of practices in multicultural and multilingual settings. Candidates are asked to identify an interest in one of four areas: development education; teaching English as a second language; teaching in non-English speaking communities; and teaching abroad. A variety of institutions, including universities, government agencies, and non-governmental organizations, are used to facilitate this interest. Teaching in English as a second language provides opportunities to explore the role of language in international development.

FOCI 280/0.5 Out-of-Classroom Learning (P)(F)
Preparation candidates are required to design and implement an out-of-classroom learning experience. This experience may be an internship or a practicum in a relevant field. The experience must provide opportunities for candidates to apply theoretical knowledge to practical situations. Candidates are required to submit a detailed proposal outlining their plans for the experience.

FOCI 290/0.5 Teaching the Gifted (P)
A study of the concept of the giftedness and the personal, social, and educational issues which are related to it. The various types of giftedness and their educational implications are studied in detail. Candidates are encouraged to work with gifted learners and to use this experience as the basis for further reflection and research.

FOCI 297/0.5 Teaching in the Primary Grades (P)
An introduction to such issues as curriculum and child development, classroom management and family, cultural and community influences as they relate to the learning and teaching of students in the primary grades (towards kindergarten to grade three). Emphasis is on observations made during an extended practicum in a primary class in the Fall term and a three-week practicum in school or an alternative setting in the Winter term. Related professional readings and research are presented and shared at workshops and seminars.

FOCI 299/0.5 Teaching the Gifted (P)
A study of the concept of the giftedness and the personal, social, and educational issues which are related to it. The various types of giftedness and their educational implications are studied in detail. Candidates are encouraged to work with gifted learners and to use this experience as the basis for further reflection and research.

PRAC 160/0.5 Year 3 Mathematics and Science Late-Entry Concurrent Practicum (P)
All Year 3 Mathematics and Science Late-Entry Concurrent candidates complete a minimum of full-time practicum in a secondary school placement.

PRAC 164/0.5 Year 4 Mathematics and Science Late-Entry Concurrent Practicum (P)
All Year 4 Mathematics and Science Late-Entry Concurrent candidates complete either a two-week full-time practicum in a secondary placement, or the equivalent of two weeks in an accredited alternate education setting in their community placement.

PRAC 165/0.5 Year 1 Concurrent Practicum (P)
All Year 1 Concurrent teacher candidates complete a 40-hour practicum in an elementary classroom. This placement provides experience for reflection and discussion in the course TERT 466.

PRAC 167/0.5 Resource-based Teaching and Learning (P)(F)
Resource-based teaching and learning involves the use of resources to support student learning. Resource-based programs provide students with the opportunity to develop their skills and knowledge in the use and application of resources. These programs are designed to provide opportunities for students to develop their skills in the use of resources to support student learning. The objectives of the program are to provide students with the opportunity to develop their skills in the use of resources to support student learning. The program is designed to provide opportunities for students to develop their skills in the use of resources to support student learning. The program is designed to provide opportunities for students to develop their skills in the use of resources to support student learning.
Continuing Teacher Education

The Faculty of Education has as one of its major responsibilities the offering of Ontario College of Teachers additional qualification courses for Ontario elementary and secondary teachers. A selection of courses is offered in the Fall/Winter session and during the Summer term. Courses are also offered at several off-campus locations. Information about course offerings may be obtained from the Faculty Registrar's Office, Faculty of Education.

The academic regulations governing these courses are the same as for courses in the B.Ed./Diploma program and are found in other sections of this Calendar. It is expected that any candidate registering in these courses will be familiar with both the College regulations and those of this Faculty.

Requirements

Candidates requiring recommendation to the Ontario College of Teachers, when an additional qualification course has been completed successfully, must meet the minimum qualifications for registration in these courses as contained in Regulation 36 of the Ontario College of Teachers Act and any additional requirements established by the Faculty. A summary of the current requirements is presented below:

A. ADDITIONAL QUALIFICATIONS (AQs)

Primary Division:
1. Hold or be deemed to hold a Certificate of Qualification.
2. Hold an acceptable university degree.

Junior Division:
1. Hold or be deemed to hold a Certificate of Qualification.
2. Hold an acceptable university degree.

Intermediate Division:
1. Hold or be deemed to hold a Certificate of Qualification.
2. Hold an acceptable university degree.
3a. For candidates whose Certificate does not indicate "Intermediate" as an initial area of concentration, a minimum of three full courses in the teaching subject for which qualification is sought.
3b. For candidates whose Certificate does indicate "Intermediate" as an initial area of concentration, a minimum of two full courses in the teaching subject for which qualification is sought.

Senior Division:
1. Hold or be deemed to hold a Certificate of Qualification.
2. Hold an acceptable university degree.
3a. For candidates whose Certificate does not indicate "Senior" as an initial area of concentration, a minimum of five full university courses in the teaching subject for which qualification is sought.
3b. For candidates whose Certificate does indicate "Senior" as an initial area of concentration, a minimum of two full university courses in the teaching subject for which qualification is sought.

NOTE: Additional requirements are in effect for some three session courses. For further information, please consult the Additional Qualifications Handbook available on the Faculty Registrar’s Office.

Continuing Teacher Education

June 1998

Continuing Teacher Education
Graduate Programs in Education

Master of Education
The program leading to a Master of Education degree is for those teachers and educational administrators who wish to further their professional study. One specialization is available: Curriculum and Instruction. Within this specialization, students may follow a general program or one of the following three concentrations: Cultural Education, Educational Psychology, or Mathematics, Science and Technology Education (MSTEd). The minimum time period for completion of the ten-half-credit equivalent degree is 12 months of full-time study or 24 months of part-time study (evening, and/or summer). Normally, full-time students can anticipate needing at least eighteen months in order to complete the degree requirements. Most full-time students will find it possible to complete all course work within the three terms of their full-time year; and to have begun work on the thesis or project. Thesis or project work can be completed in additional terms either on campus or off-campus. All students are required to complete the degree requirements within five years of initial registration.

To be considered for admission an applicant must possess evidence of the following:
1. Professional experience, a B.Ed. degree or its equivalent, and a minimum of a B-average in a Bachelor's degree or its equivalent; OR
2. Two years professional or industrial experience, and a minimum of a B-average in an Honours Bachelor's degree or its equivalent; OR
3. A B.Ed. degree, and a minimum of a mid-B average in a Bachelor's degree or its equivalent.

Special Admission Requirements:
Each year, up to five full-time students will be admitted who have demonstrated exceptional ability to undertake research. These applicants need not have professional teaching experience, nor a B.Ed. degree, but must possess a record of high academic achievement in an Honours degree or its equivalent, and must present courses that constitute preparation for research in education. Prior to admission, applicants in this category must develop a program of study in Pattern F (thesis route), with a member of Graduate Faculty. The program of study may require more than the normal ten half-courses, and may include courses from other programs of the Faculty of Education. The program of study must be approved by the Graduate Studies and Research Committee of the Faculty of Education before the application can be approved.

Further details may be obtained by consulting the Calendar of the School of Graduate Studies and Research, Queen's University, or by writing to Graduate Studies, Faculty of Education, Queen's University, Kingston, Ontario K7L 3N6.

Scholarships, Bursaries and Financial Assistance

Fees:
Fees are due and payable prior to registration. To be allowed to register, a student must have paid at least a first instalment of fees. Details regarding fees for the 1998-99 Fall/Winter session may be found in the Blue Book, which is issued to all new and continuing students or may be obtained by visiting the University Registrar's Office, Richardson Hall, Queen's University, Kingston, Ontario K7L 3N6. The Board of Trustees reserves the right to make changes in the published scale of fees if, in its opinion, circumstances warrant.

For Adjustments:
The deadlines for dropping and adding courses without financial penalty are contained in the Blue Book. These deadlines are not listed in the Calendar and do not necessarily correspond with the academic deadlines listed in Sessional Dates. Students are advised to familiarize themselves with this information in order to avoid financial penalties resulting from a change of registration.

Financial Assistance, Scholarships and Prizes
The Student Awards section of the University Registrar's Office is located in the Victoria School Building. It administers the Ontario Student Assistance Program for Ontario residents attending Queen's University, the University's own student loan funds, as well as its bursary and undergraduate scholarship programs. The staff will be glad to discuss financial problems with any student of the University or other interested persons. Telephone 545-2216.

The values shown for the awards in this section were those in effect at the time of publication.

Government-Sponsored Financial Assistance Programs
All provinces in Canada have financial assistance programs available on a needs-assessment basis for post-secondary study. These government aid programs are the major source of funds for students who have limited financial resources. However, government-aided programs are based on the assumption that it is primarily the responsibility of the students and their parents or sponsors to provide for post-secondary education. The Ontario Student Assistance Program (OSAP) combines assistance available through the Canada Student Loan Plan and the Ontario Student Loan Plan. The amount of loan under the OSAP program, which is determined by the provincial government, takes into consideration the financial resources of the student and parents. Interest payments on any outstanding principal payments are required on the Canada or Ontario Student Loan while the student is in full-time attendance at an approved post-secondary institution. Interest charges during this period are paid by the federal and provincial governments. After the interest free period, interest charges begin to accrue on the unpaid balance of all consolidated loans.
his/her intention of teaching physics, preferably at the high school level. Applications should be made prior to 1 April to the Associate University Registrar (Student Awards) value $1500.

The Barbara Paul Memorial Award
Established in memory of Barbara Paul (Papstein) B.A.’76 (Carter), by her son Joseph Papstein, B.A. ’76 (Business), and awarded to a student 25 years or older who is completing the requirements for his academic work, and combining family and job employment and/or other responsibilities with academic studies. Preference will be given to a student from the City of Oshawa. Applications should be made in writing to the Director and the Board of the Bar Bigh Foundation for Continuing University Education. This is a monetary award. Value variable.

The A. Barrett (Carr) Prize for the Arts
These prizes are awarded annually for the promotion and encouragement of public speaking in the University. Awards are made in the following fields: public speaking, dramatics, choral singing, and debating. The categories of the awards and the cash value of the prizes in any year are determined by a committee of the Senate. Value variable.

The Barbara Paul Prize
Established in memory of little Barbara Paul (Papstein) B.A. ’76 (Carter), by her son Joseph Papstein, B.A. ’76 (Business), and awarded to a student 25 years or older who is completing the requirements for his academic work, and combining family and job employment and/or other responsibilities with academic studies. Preference will be given to a student from the City of Oshawa. Applications should be made in writing to the Director and the Board of the Bar Bigh Foundation for Continuing University Education. This is a monetary award. Value variable.

The Germaine Acs Prizes in History of Technology
Established by colleagues and family of Germaine Acs, B.A. ’76, respected teacher and developer of the history of technology and engineering in Canada. Awarded annually to an undergraduate student in any faculty or school for the best essay on the historical development of some aspect of technology. The essay must be submitted through research and originality and illustrate the impact of technology on the community. Preference will be given to a Canadian topic. Selection will be made by an interdisciplinary committee chaired by an appointee of the Dean of the Faculty of Applied Science. Application should be submitted to the Associate University Registrar (Student Awards) by 15 March value $250.

Bursaries
In addition to the following specific bursaries, Queen’s University has a limited amount of general bursary funds available to students. These funds are intended to assist primarily in emergency situations. They are also a final resource available when the student’s own financial contribution to the cost of his or her education, parental assistance, government aid and Queen’s loans still leave the student with insufficient funds to complete the academic year. In addition, the primary considerations in the award of a bursary shall be the needs of the student, the financial position of the student’s family, and the student’s academic standing. The decision of the Committee of the Board of the Alumni Foundation will be final. The Committee may make a recommendation to the Alumni Foundation which may, at its discretion, award funds to the student. The Committee shall be entitled to receive reports and information relating to the financial position of the student and his family. The Committee shall also have the authority to terminate or modify any agreement made with the student.

The Senate Frank Carrel Bursaries
Several bursaries are awarded annually on the basis of need to students enrolled in any year in any program. Restricted to students domiciled in Quebec prior to enrolment in Queen’s University. Value variable.

The Canadian Officers Training Corps (COTC) Bursaries
Awarded on the basis of need to upper-year undergraduate students. Value variable.

The A. W. Gregory Bursary Award
Established by Mr. A. W. Gregory, D.C., D.C.L., 1943 and awarded annually to full-time undergraduate students in the field of financial aid, sociology, academic performance, leadership qualities, and involvement in extra-curricular activities. Value variable.

The Displaced Students’ Bursaries
Established by the Alma Mater Society and Arts and Science ’72 to assist displaced students attending Queen’s University. Awarded on the basis of need. Value variable.

The Robert Douglas Bursary Award
Established by friends and colleagues of A. Robert Douglas, LL.D., Dean of Women from 1959 to 1989 and a pioneer in the teaching of astrophysics. Awarded on the basis of need to students in any faculty or school, with preference given to women students. Value variable.

The Mary E. Elliott and Kathleen E. Elliott Award for Travel Fellowships in Education
Established in memory of Charles Mathry Elliott (1944) and the first principal of Queen’s University School in the City of Oshawa and Kathleen E. Elliott (Arts ’42, and a member of the executive of the Queen’s Summer School Association) by a bequest from the estate of Kathleen E. Elliott. Elliott Travel Fellowships may be awarded to Queen’s Education students, including concurrent and consecutive B.Ed and Dip.Ed. students. Continuing Teacher Education students, and graduate students in Education, for study outside Canada in the field of teacher education, pedagogy, or a related field. To be eligible for this award, applicants must demonstrate financial need in accordance with Queen’s policies on student assistance. Recipients of Elliott Travel Fellowships are expected to return to Canada and to produce a report or paper outlining the results of their studies abroad. In addition to travel expenses and an allowance for living expenses, travel fellowships may cover academic fees paid to Queen’s University and to other academic institutions in connection with the studies undertaken. At this time, the amount of $5000 is available for postgraduate degree programs. Students who have completed their studies may apply for the same fellowship again. Applications forms and Financial Information forms are available from the Alumni Affairs Office, 115 Brough House, value variable.

The John Farnham Memorial Bursary
Established by the Alma Mater Society of Queen’s University from a bequest from John Farnham, B.A./M.A. ’64, contributions from colleagues at Teachers’ Perch, family and friends. Awarded to a student in financial need who has demonstrated leadership in student government. Value variable.

The David A. Gillies and Jeanie Voicheski Gillies Bursary
Awarded on the basis of academic proficiency and financial need with preference given to upper-year students. Value variable.

The Good Friday Bursary
Established by friends and colleagues of Mr. John Good, on the occasion of his retirement from Queen’s University where he served as a librarian from 1959 to 1969 in a number of positions. In support of the Graduate Library and Acting Chief Librarian. Awarded to students in any faculty or school who are in need of financial assistance. Value variable.

The Adelaide Haggart Bursary
Established from a bequest by Adelaide E. Haggart to assist students in any faculty or school on the basis of financial need. Value variable.

The John Mills Hamilton Memorial Bursary
Established by the family of the late John Mills Hamilton, Comm ’41 (Queen’s), M.B.A. (Harvard) Awarded to a student enrolled in any faculty or school who are in need of financial assistance. Value variable.

The Montgomery J. G. Stanley Memorial Bursary
Established by the Kingston Newman Alumni in memory of Montgomery J. G. Stanley and awarded to an undergraduate student in financial need. Value variable.

The Catharine Hildreth Hunter Bursary
Awarded on the basis of need to a resident of the United States registered for a postgraduate degree program. Value variable.

The Iris Bursary
Awarded to an Iris student in financial need. Value $200.

The James Boyd Keddle Memorial Bursary
Established in accordance with the wishes of the late James Luke Keddle. Awarded on the basis of financial need with preference given to students from the City of Oshawa and surrounding area who intend to enter the teaching profession. Value variable.

The Kahlil University and YMCA Memorial Fund
This fund is part of a sum left from the Kahlil University after the First World War. This fund was received in trust from the federal government for the benefit of the YMCA. The interest is used to award one or more bursaries to undergraduate students in any faculty. In awarding these bursaries, preference is given to residents of the City of Oshawa.